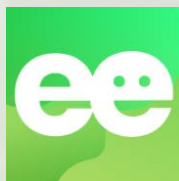


Summative ASSESSMENTS

Quick Guide
Tip sheet
Templates
Documentation summary



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WHAT ARE ASSESSMENTS OF LEARNING?



I know that many educators are confused by this term but it really is quite simple. Perhaps try thinking of summative assessment simply as a way of bringing all of your documentation together (including observations, photos, special moments, family input, developmental indicators/checklists and the children's creative work) and using it to tell a story about the child's progress so far toward certain learning outcomes and goals.

Early childhood educators use assessments to give an overview of the 'distance travelled' by each child on their own unique journey.

Really you **are just using everything you have so far documented and analysed individually to now 'sum up' overall progress**. In Australia we use the Early Years Learning Framework (EYLF) to help us assess that progress in relation to the learning outcomes. You can do this in many ways and sometimes it takes a little trial and error to work out what best suits your service and programming style.

Some educators choose to use a checklist to show this easily, others prefer to write more in depth analysis or letter formats and use templates to guide them. As well as including the summary of learning you also want to share some of the new goals and ways you plan to further support and facilitate this child's learning and development as you move forward.

Regular and best practice documentation includes using different sources and tools to collect evidence on each child's learning and development. It is not enough to just jot down an observation - we know we need to then analyse the learning and/or development that was evident and interpret it in our own words and the language of our frameworks to make ongoing program and environment plans and goals to extend upon learning, interests and emerging skills.

A summative assessment brings together all these **individual observations, analysis and extensions to build a picture of a child's progress over time in care**. It can identify gaps, celebrate strengths and interests, indicate a requirement for early intervention, explain to parents how their child is learning and progressing and help educators to put new goals in place and think about how they can help the child to work towards those goals.

How educators bring these methods together to form an assessment is not prescriptive or predetermined and can take many forms. They might include portfolios, learning Journals, visually rich assessments, overall summaries, step by step learning outcome reports or informal letters/stories shared with parents and using the language and tone of the EYLF to explain learning outcomes met.

I've included **2 different template formats in this printable pack**. You might choose to share a child's progress according to each of the outcomes or perhaps write more of a summary and general progress overview. Either way you need to regularly keep track of all the individual pieces of documentation you currently use and then bring those together to help you to identify and tell the story of the distance travelled by the child and analyse in relation to learning outcomes and milestones.

I've also included a form that will help you to keep a record of all those individual documentation sources so you don't waste time searching for your assessment information when you need it!



Assessment of Learning Summary



Child Name: _____

Educator: _____

Assessment for dates from: _____ to _____

Educator Reflections on growth & achievements

What has gone well? What learning outcomes have been achieved? What milestones were achieved? What progress was noticeable?

Children and Family Voices (We value your input to help us plan your child's individual learning).

What made me feel happy, clever, proud? What can I do now? What new things have I learnt? What am I interested in right now?

New learning goals for _____ to _____

This is how we will support the learning goals...



Assessment of Learning Summary



Child Name: _____

Educator: _____

Summary of progress for dates from: _____ to _____

Educator Reflections on Learning Outcome 1

Children have a strong sense of identity

Educator Reflections on Learning Outcome 2

Children are connected with and contribute to their world

Educator Reflections on Learning Outcome 3

Children have a strong sense of wellbeing

Educator Reflections on Learning Outcome 4

Children are involved and confident learners

Educator Reflections on Learning Outcome 5

Children are effective communicators

Family Feedback

What would you like us to know about your child right now?

New goals to support further learning

What learning and development are we aiming to support & extend during this next period?

How will we aim to do this?

What steps will educators take to facilitate the learning?



Learning & Development Journey



Record of ongoing assessment evidence collected by educator.

Child Name:

DOB:

Educator:

Assessment Sources/Methods Used Complete only the sections that apply to your programming.	Last Completed Add dates as you complete assessment tools.
Child's Work Samples collected (Actual work, photos, analysis of learning that took place)	
Family Communication & Input Recorded (Note where recorded and any actions that related to the input)	
Developmental Milestones Reached & Recorded (As noted in developmental checklist or just general observation)	

Observations & Analysis of Learning Recorded

(Record type of observation method used e.g learning story)

Forward Planning

(Where do you show a record of the connection between your observations/analysis of learning/ next on the program?)

Photos

(Collages, displays, portfolios – add dates as updated to keep as your record of where and evidence of the learning outcome displayed.)

Significant Moments

(Note where recorded – program, diary, reflections, obs)

Learning Assessments/Summaries

(Record when last completed)

Weekly or Daily Reflections

(Note if you shared something significant regarding this child's learning journey in your reflections.)

Use this form to help you organise your various documentation sources and methods – list evidence source and where it is stored in the left column and when last updated or modified in the right hand column.

When you need to complete a summative assessment throughout the year using all of your previous documentation, assessments and analysis of learning or to show evidence that you are documenting the **ongoing progress of a child's learning journey** you will be able to refer back to this record and know where everything is. This is only to be used as an organisational tool to help you keep a record of your documentation sources – just add brief notes or a dot point (not write actual observations etc.).

It's meant to save you time in the long run – not add to your workload!



Summative Assessments

Empowered Ed Tip Sheet

- Use a **number of sources and tools throughout the year** to record documentation of a child's learning outcomes, interests, needs and what they have shown they can do and know.
- **Documentation sources** might include photos, observations, learning stories, communication tools, reflections and analysis of the learning recorded for each at the time.
- Keep this documentation **organised and accessible**.
- At regular intervals throughout the year **bring together all of your documentation sources** and review the information gathered to form an **overall summary** of the learning journey progress of each child.
- Throughout your summary make connections and show progress in relation to the learning outcomes.
- Decide **how you will collate and present this progress summary**. There is **no specification** about how your summative assessment must be written. Letters, stories, photos, checklists, boxes, templates - choose what works best for your program style, service and families.
- Draw on family knowledge with a section for parents and carers to **add their input** regarding their child's progress and future learning goals.
- Use the information you gather and record in your assessment to identify **future learning focus and goals**. Add these to your assessment document.
- Reflect & then write down next to your child goals how you as the educator plan to **support and facilitate this learning**.